In Our Times

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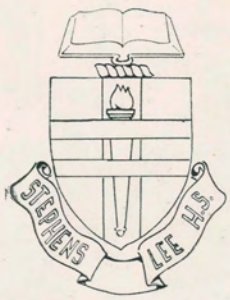
Yearbook of the Class of 1948



STEPHENS-LEE HIGH SCHOOL

ASHEVILLE, NORTH CAROLINA

Introduction

Living as we do in the most powerful democracy now in existence, we are keenly aware that we are participating in an age of change. Among these changes are those which have been brought about by the pressures of a highly mechanized world, by the increasing amount of leisure time now available to both youths and adults, and by new inventions and new revelations in science. All of this calls for new ways of doing things—new techniques and new attitudes. Realizing the truth of this statement—the fact that we are living in a changing civilization—we have learned that new methods and approaches to problems in all fields of endeavor are being used. Certainly in the field of Education this has been true.

A simple truth of history is that all life goes on through the form of living change, and that this change is called development. All of this merely means that education has felt the impact of these changes and it, too, has undergone a period of adjustment and development. Stephens-Lee has felt this impact through a revised curriculum which we call the *core* or *general education* program. This is a type of program which we now know has been tried with varying degrees of success in many places.

Just as in a play whatever happens in the third act is a result of what has happened in the first, so have we discovered in our new curriculum that whatever happens today has its roots or antecedents deep in the past. That statement then becomes the basis of all of our work in the four years that we have been enrolled at Stephens-Lee. Therefore whatever we shall present as a final but partial evaluation of our work in total development will be the result of experiences, attitudes, and skills which we have mastered over a period of four school years.

When we entered Stephens-Lee in the fall of 1944, we had heard much about an experimental type of educational program that had been initiated. Naturally we were eager to know more about it. We soon discovered that the basis of all behavior would be a graciousness of manner and a considerateness of other peoples sensibilities; we also learned this one fundamental thing: that in thinking through and in giving expression to our attitudes on various subjects, in and out of class, we unconsciously developed a philosophy. It may be expressed simply in these words: Our education consists in getting practiced in those behaviors which will make our lives effective for good living now and in the future in a democratic society. In other words, through the present general education program at Stephens-Lee, we have learned to a considerable degree to adjust to democratic society

by *living* and *acting* in democratically ordered groups, thereby helping to develop socially mature high school students.

To tell the story of our development in this program will not be easy, for too many things have happened to us, too many changes have taken place in our thinking and in that of our parents and teachers. The whole story would be then the story of this change in the thinking of all and the resulting change in action.

For the purpose of letting you see how we have lived for the past four years at school in situations as democratic, we think, as those you will find existing anywhere, we have set up certain time lines, namely: The year 1944-45, Orientation to Home, School, City, State, and Nation; 1945-46, Understanding World Problems; 1946-47, Understanding the American Way of Life; 1947-48, Enrichment and Evaluation of Our High School World.

We have set up these time lines in order to get a parade or procession of events which will be meaningful to you and to us. Within these time lines we shall discuss the program as we have participated in it, the elective subjects, both vocational and academic, the various curricula and extra curricula activities, the guidance program, student government, and Stephens-Lee in general.

In Our Times

OUR FIRST YEAR

We are about to conclude a period in our lives that has completely remolded a pattern that had been for so long the guide for students at our stage of development. It all began for us four years ago, this new thing that was so vague to us.

One day, in the spring of the year 1944, a day to which we had all been looking forward excitedly, we found ourselves gathered together with the students who were one year our seniors, in the gym of the school that we were looking forward to attending in the fall of the year. The occasion was one of gaity, one which allowed us to become acquainted with the student body of which we would soon become a part. Being very timid and shy, we were made to feel at home and wanted in these new surroundings. The party was an immense success, the gaity growing into a full crescendo. "Well," we mused, "maybe this place is not the place we've heard it to be. Maybe it won't be so bad after all."

So, we departed, full of good humor, wanting to rush the months that would have to pass before we would be admitted to this new world as full-pledged members. Oh, glorious high school! The joy and expectance of every youth!

The fall of the year of 1944, found us excitedly swarming the premises of Stephens-Lee, as colts who have been turned loose for the first time on vast plains. Finally being directed by one of those stern beings, (called instructors) in this place, to the place of registration, we became more settled. This new procedure fascinated us since we were allowed to at least choose a few of the subjects that we would take, not just being politely but sternly cast into a room where we knew we would be for the better part of six hours a day. One of us could be heard to ask another, "What electives are you going to take?" And the reply, seemingly composed, trying to cover up an excited nature, "Oh, I haven't decided yet. I just can't seem to make up my mind." But when the "instructor" called impatiently for schedule cards, the seemingly unconcerned persons quickly chose electives and timidly walked to have our schedule cards "okayed". It was all quite confusing, what with all the cards, small and large, that blankly stared at us, waiting to be filled. But we came through, having conquered the first ordeal of this new world.

Full of teeming anxiety, the whole troup of us plodded to school the next day, delighting in announcing that we were "high school students".

Having disintegrated into separate classes, we were lectured to by the smiling, energetic instructors. "You are to stay in our morning classes, the core, for three periods". (This announcement caused sharp glances to be exchanged between us.) "There are five teachers, among whom your enormous class has been divided, and with whom you will work at some time during the year. Each group of students will work with one teacher for a length of time and then with another." Well, that's an inspiration, we thought. That will help break the monotony.

Many activities were opened to us and many of our students entered them. Many students joined the band which played for our parades, games, and gave concerts in the spring. Others joined the glee club which had been acclaimed as one of the outstanding singing groups in our town. Those who were interested in athletics joined the basketball and football teams. Still others joined the speech and dramatic group which grew until it became one of the major activities of the school.

After a recess that seemed much too brief, we sat and listened to lectures for two more periods from the instructors who were in charge of the respective electives which we had chosen. Wide-eyed and attentive, we took in the words, not wanting to miss anything. Too soon, the day ended and we departed, discussing among ourselves the events of the day.

Our work on Orientation was the beginning of the General Education program, including less of a prescribed course of study, induced us to work with a series of books. We were assigned to different homerooms where we paid our Core fees to cover the cost of note books, paper, trip books, construction paper, clamps, and even curtains and chairbacks. All of this was new and very interesting to us because we began to consider our classrooms as a place to stay and showed this by keeping it clean and making it attractive.

Our new type of program, which we liked, was called the "core", as we have said before. It was a fusing together of English, Social Studies, and Mathematics-Science into one area of work. This type of education was to prepare the students for life, teach us to become self reliant; create in us a desire to construct and create; urge us to learn the value of time and the importance of cooperation; and above all to help us to become an all round, well-balanced, socially mature individuals.

The General Education program calls for maximum participation of pupils in making plans for their school life. This means that at the opening of school, the teachers and pupils go through a periodof planning for the year, which is known as "Teacher-Student Planning".

These are among some of the things that this program seeks to develop:

1. Growth in the ability to employ the scientific method in dealing with problems.
2. Developing an attitude of respect for other human beings, their customs and opinions, their rights, their talents and potential worth.
3. Growth in participation in activities which make for the welfare of the whole society.
4. Enriched living through appreciation and enjoyment of beauty: art, music, literature, nature, and our immediate surroundings.
5. Understanding of the conditions which influence the lives of people.
6. Evidence that pupils can be dependable, have initiative, show a sense of responsibility, and produce better leaders.

To our delight, we were informed shortly after school opened that we were going to become better acquainted with our new surroundings. Thus, it was that classes of us were seen trouping up and down halls and grounds, note books in hand, listing the names of the faculty members, the number of their classrooms, and the subjects which they taught. Assembling again in our classrooms, we compared and discussed notes. To become more familiar with the teaching staff, numbers of us were sent off on missions to obtain information about their years of schooling, and how long they had been an instructor at Stephens-Lee. Receiving a warm reception helped us really come to know and like the teachers. A good thing, this Orientation to Stephens-Lee, as it was called. Now we really felt like getting down to work.

After the units were introduced we began to organize for work. We chose the phases of the unit which we wished to work on and we grouped ourselves accordingly. Each group selected a chairman and oraginzed to get the work done; members of the group held interviews, did research work, made posters and illustrations. We had many sources from which to find information and material. Newspapers, current events, books, and magazines were used. Movies were shown, and radios were used to gather the needed information.

At a time decided by each group the reports were presented to the class. The chairman took charge of the group and conducted the presentation. The reports were presented in the form of compositions, oral talks, and skits, with posters and drawings as illustrations.

The second unit we studied was "Living Together In Our Community". This included the three community institutions, the home, school, and church. All groups had worked for several weeks on orientation to our school. It was therefore, natural and easy to move into a study of schools in general. We visited the (Negro) schools in Asheville to find out how their enrollments have changed over a period of five or ten years. In preparing the report on these figures a bar graph was made of the enrollment at each school during the years covered. We also made a study of the earliest methods of teaching in the schools of the world and the changes leading up to the present day teaching methods.

It was decided that we could gather more information if we worked in smaller groups rather than as one class group. The small groups automatically formed themselves as students selected areas of interest. A thorough study was made of the schools. After that we proceded to the home.

In times like ours and in a community like ours it is easy to awaken interest in the problems of running the home. Questions were centered about: the number of students who have the responsibility for cooking and cleaning for the family, or students who buy food and other supplies for the home: Most of us as students have some money to spend and a question or two about the way this money is spent or a plan for spending awakens interest in a need for planning. By working together the class compiled a list of activities on the home such as budget making, food buying, home building, and a family plan. Each person chose a topic that appealed to him most and worked on it. After completing this study the church was the next phase.

The study of the church was done by the help of our city ministers. We worked on four topics about the church, grouping ourselves according to the interest. Reports were made on the calendar and the part it played in religious activities. We surveyed Asheville's Churches securing as much information as possible. In finishing the study of the church we discussed the community institutions as a whole.

Our third unit was "Learning To Support Our Government": world, national, state and local. Under the local government we studied the forms of government which included manager-mayor organization and law-making and enforcement bodies, such as police and court departments and also the governmental services and agencies—the fire and health departments, welfare department, and the public works department. We also studied the taxation and elections in our city. Under the subtopics of the State and the National governments we studied historical development of democracy, how the state and national governments make laws, and how these laws are administered. Democracy's competitors in other forms of government were discussed thoroughly by groups in the class.

From this unit we learned that the key to a workable way of living among those who adhere to these conflicting "ideals" is the appreciation of the separate personality in global society and understanding his problems as universal human problems. This unit was helpful as well as useful.

Our fourth unit was "Improving Our Lives". Improving one's life should be the ambition of every individual in society. The class felt that there were many ways by which this might be accomplished. Then we felt that each shares the responsibility for improving the lives of others.

The wise choice of a vocation helps to bring complete adjustment and satisfaction in life. Vocations were studied extensively. Areas considered included investing wisely, consumer education, public utilities, and conservation. This unit also introdced us to the study of crime, poverty, physical handicaps and rehabilitation. Under crime we compared foreign

countries with the United States. Reducing poverty and unemployment introduced insurance and public health. Health and welfare services were studied so as to see how they helped the handicaped people of society.

As a result of this study, we hoped that a keener sense of appreciation and a greater desire for improvement had been developed. It could be listed as the most interesting, helpful, and important unit of the first year's work; it was very helpful to every student to study the many important steps needed in choosing and making your vocation successful. We made careful stdies of the vocations we thought we would like to follow, and in doing this we found out exactly whether or not it was wise to continue in one or the other of the choices we had made.

Our freshman year at Stephens-Lee was really an interesting and pleasant one, but it had its problems for it was a great change from the strict routine of previous years. We think it has proved its worth.

OUR SECOND YEAR

Our second year at Stephens-Lee (10th) was similar to the first but after a year of "Core" we were better acquainted with the facilities of the building, we had a better understanding of the type of work we were doing. In our studies, divided into units also, we worked in similar fashion to the first year, only we took many trips to factories, various surrounding tourist spots, and many of the large plants outside our city such as Norris Dam in Tennessee. We saw the great T. V. A. project there and visited in homes where the facilities were almost all electric. Here we saw how the once regularly flooded lands have been made productive, how the living standards of the people have been raised by man's harnessing of destructive energy of nature. Another interesting subject during our tenth grade year, which was required, was biology. We studied the human body, plants, animals, and insects.

Core classes were reduced from three hours a day to two, excluding an hour for biology. Activities were much the same type but had expanded greatly. Many of the students who had been in activities their first year joined again and each one seemed to improve. We had many chapel programs. Visual aids were introduced into the school and the students benefited greatly. Many of the activities groups sponsored formal dances in the spring and the glee club presented a spring concert. The dramatics club presented several plays and took part in several tournaments as in the first year.

The work that was carried on in our classes was interesting. School no longer became a tiresome routine for, with our new system and democratic government, it was more a joy. Those students who seemed dull progressed more than they had under the old type of schooling and it definitely helped to shape our lives.

We began our second year with a unit called simply "Adjustment Weeks".

Adjustment weeks were provided to sharpen and awaken the principles of citizenship, leadership, character, health and safety, personality, and using time wisely. This week gave the student a chance to adapt himself through the transitional period from vacation to school.

Under citizenship the class automatically divided into groups reporting on the meaning of citizenship, responsibilities of a citizen, and how students can live as good citizens in the school. For activities we made charts showing the number of voters in the United States and also in North Carolina.

We made a list of the qualities that we thought a leader should possess; such as ability, influence, awareness of duty and purpose. To illustrate our points we had written reports made on some of the world's best known leaders such as: Julius Caesar, Alexander the Great, Napoleon Bonaparte, Woodrow Wilson and Franklin D. Roosevelt. Groups gave informal talks on how leaders are chosen, including school leaders, national and world leaders.

The development of character and personality involved the making of character and the influence of environment on character, because environment shares with heredity in determining success in life. Some of the activities done on this topic included discussions on character, reports on the difference between character and personality, and charts.

Health and safety was studied from three phases: I. Medical Service in the United States, and the benefits from Health Legislation. II. Health service at Stephens-Lee included a study of the yearly physical examination, optical examination, cafeteria services, and the physical plant. III. Physical Education at Stephens-Lee. The study was made to show how personal traits such as loyalty, sportsmanship, initiative and alertness, came partly through physical education. It has been

proved that recreation stimulates both mind and body.

Using one's time wisely is very important. To understand this topic we listed some hobbies that would help use time wisely. Then we made charts showing the best time pupils preferred studying.

From adjustment week we have a definite idea of mental and moral characteristics that we wished to develop: thoughtful of others; to know and select the right way from the wrong way; to live, to work and to play fairly with all kinds of people; to gain a knowledge of the correct social customs; to develop a system of learning; a system of working; a system of using time for work and for leisure to develop a happy life. The principles of citizenship, leadership, and character proved necessary to give the child a clear and fair attitude toward the World Problems that will be his to solve.

"Shall This Peace Be Lasting?", another unit of our second year, was an attempt to turn our thoughts toward planning to meet the problems of peace. We considered the causes of the great wars that have beset mankind and proceeded to a study of the means used down through the centuries to preserve the peace. Our study included all efforts of the nations to unite for peace even before the formation of the League of Nations. The League was studied in detail, and it was compared and contrasted with the United Nations. Pan-American Union received attention for what it has done to improve relations between the nations of the Americas.

In all of our studying the natural resources of the earth and the use made of these seemed to have influenced so greatly the fate of nations. Our unit, "How Machinery Has Revolutionized The World", helped us to see the effects of machinery in improving our lives and living and on creating new and ever changing problems. Out of our work with this unit grew the desire to see how machinery, planning, and man's ingenuity can be made to produce good living. Our trip to the T.V.A. (Norris Dam) was the answer.

The relation of the past to the present proved so interesting to us that we wished to spend a great deal of time on "Civilization Marches On In Science and Art." We found that civilization has made progress in astronomy, medicine, agricuture, and physics. There were so many new trends in science provoked by World War II, and our sources were so wide and varied that our interest and appreciation extended even beyond the completion of the unit.

Because all of us were being made to realize that democracy, as a form of government, would have to justify its continued existence in a world torn by indecision and conflict, "What Is A Democratic Form of Government?" helped us to understand more clearly the ideals, practices, and weaknesses of the democracy of the United States. As a result of this unit most of us decided that we prefer a democratic form of government even though the form we have is far from perfect.

OUR THIRD YEAR

The third year program was quite like that of the two former ones, in that two hours were spent in the core program and the remaining three hours were spent in selected subjects and activities. This year was one in which more time was given to research activities.

A number of forums were held in chapel in which we discussed problems in American history. The browsing period in the library for free reading helped us tremendously in setting up this year's units.

"Where did the People of the United States Come From?" was one of the units on which we worked. We studied the various nationalities that have settled in America, their reasons for coming, where they setled, problems arising from their coming, and their contributions to American culture.

We also studied, "Some Reflections on Russia and the Future of Russian-American Relations". We studied the geographical, political, economic and cultural conditions of Russia as they reflect themselves in her contributions to the world.

In the unit, "Cultural Trends in American Life" particular study was made of the American stage and theatre, and of American life as reflected through the literature of the country.

In another unit, "Sectionalism vs. Nationalism", we studied the conflict within America. Emphasis was placed on the growth of the nation from sectionalism to a feeling of nationalism and the necessity of this change in order to become a world power.

A representative number of the class enrolled in French classes. We studied in the native tongue the language and culture of the people. We worked out a French project on Bastile Day, a day celebrated in France on July 14, but we connected it with our Armistice Day and related it to our July 4. We kept abreast of current French affairs through newspapers; and grammar was only studied when the occasion arose.

We also worked out a French Christmas project and one on the celebration of the Mardi Gras Festival. We enjoyed the latter so thoroughly that we made it a school wide project extending over two days.

Two features of the Mardi Gras were the Carnival of Nations and the Costume Ball. For the Carnival, each home room presented a booth in the character of different nations. National foods and drinks were served, games of the various countries played, and students appeared in National costumes. On the second night of the Festival, a Costume ball was held and the winning contestants were crowned King and Queen. Those contestants of next highest ranks were chosen as court attendants and following in the court processional. Afterward the entire court was entertained by ballet dancers.

Everybody welcomed the addition of a comcomercial education department to our school. As many students as could be accommodated enrolled in the coursesof typing, shorthand, or bookkeeping. Now students assist the teachers by typing or mimeographing regular class materials.

One social activity long anticipated was realized during our third year of school—the Junior-Senior Prom. We, as juniors, invited the senior class to be our guest at a formal dance in our beautifully decorated gymnasium. The gala event greatly surpassed the expectancy of eager hosts and hostesses. While the orchestra filled the hall with swing and sweet music, we danced merrily in our most colorful dance attire. Souvenirs were given to the guests during intermission.

OUR SENIOR YEAR

The beginning of our senior year had come swiftly. We found ourselves on the eve of graduation and our participation in "core" classes had ended. We were now ready to use the experiences through which we had passed in a year of straight subject matter work.

English was the only required course in this academic block. We studied the history of the English language, made a survey of English literature and studied how the economic, historical, religious, and cultural life of the people were reflected in the literary productions of the people.

Several of us enrolled in the course of Diversified Occupations. In these classes we received apprenticeship training. Some of us worked in beauty parlors, shoe shops, machine shops, barber shops, undertaking establishments, and hospitals in our preparation to become skilled operators in these fields.

It was this our senior year that saw Art added to our list of elective subjects. In this class we made signs for the major programs of the school; we made stage sets for the dramatics department; and most of all we learned that we could create many beautiful designs in life situations. Some students made hand painted luncheon sets, others worked in crayons, water colors, or oil.

The Homecoming Day Game was one of the big activities of our senior year. "Miss Stephens-Lee", chosen on the basis of service, scholarship, and social maturity led the parade with her attendants. We were so proud because she and one of her attendants came from our class.

Activities

Student Council

The Student Council is one of the most outstanding and important organizations of the school. The organization tries to promote cooperation, to give the students the opportunity to practice here and now the privileges and responsibilities of citizenship, to create and encourage sentiments of law and order and the proper respect for the rights of others, and to promote the general welfare of the school.

The Council seeks to develop a wholesome attitude of the students in the solution of their problems. Its officers are elected by the student body once a year. The election proceeds as follows: the mayor is from the senior class, 1st and 2nd vice-mayors are from the junior class, secretary is from the sophomore class, and the treasurer from the freshman class. Grade representatives-at-large from each grade are elected from each grade once a year, and a representative of each home room is elected by the home room.

The school council and three teacher councilors assist in the guidance of the students. The qualification for membership to this organization is that each member must receive all monthly marks above 70. Some of the powers of the Student Council are: to recommend rules and regulations for the student body, to investigate and report on questions referred to it by the principal of the school. Any rule to be considered by the council is first voted upon and approved by the principal.

Some of the projects of the student council were: a keep-clean campaign, punctuality drive, improvements on attendance, Infantile Paralysis drive, Thanksgiving gift, and the operation of the Co-op. The projects worked by the council are nearly the same each year. Besides the annual projects in the year of 1944-1945 the council gave a skit in the chapel on manners, followed by an open forum on this discussion. During this year the council sponsored the senior prom because of the fact that there was no junior class at this time.

In the year of 1945-1946 the council sponsored a Christmas formal. As an expression of appreciation to the student body for its cooperation, and because of the success of the occasion the council made it an annual affair. Though the council works on a large number of projects each year, its work cannot be said to be on a stand still because of the fact that each year it develops a stronger and more progressive organization.

Dramatics

We realize the importance of speech in a democracy, and for that reason courses in speech and dramatics are included in the curriculum at Stephens-Lee.

There are three major educational values of dramatics. They are as follows: appreciation, interpretation, and production. There are also minor objectives. Among these are the following:

1. To develop the speech personality of each pupil.
2. To correct, if possible, minor speech disorders.
3. To develop critical theatre goers.
4. To develop a desire for artistic achievement as a wise use of leisure time.
5. To develop unselfconsciousness in pupils.
6. To develop bodily coordination.
7. To improve diction.
8. To develop an appreciation for all types of literary forms.
9. To produce upon the stage with interested and talented pupils plays which have literary or theatrical value or both.
10. To show poise and assurance in public appearances such as in
    a. Committee work
    b. Class groups
    c. Auditorium

In order to show you how we have attempted to meet these objectives, we shall tell you the story of our activities for the past four years.

ACTIVITIES 1944-1948

During our freshman year at Stephens-Lee High School, many of our classmates joined the dramatics department. Three phases were studied in the department, oral interpretation, choral speaking and dramatics—acting and stagecraft. The aims of the department that year were to develop potential theater goers, to help to correct impediments in speech, to help one to achieve poise, to develop good speech habits, and to present plays and programs, both on the stage and over the radio.

Our first year in dramatics we presented a Christmas play entitled "The Christmas Story" on December 17, 1944, in cooperation with the glee club. Three plays were presented in the spring, "Laud, Does You Understand!", "The Bishop's Candlesticks", and "Just Settin' ". A verse choir was organized and appeared on several programs, including one given at Asheland Avenue School.

On April 13, 1945, the dramatics group took

a trip to the University of North Carolina at Chapel Hill where we entered the 22nd Annual Drama Festival and presented the play, "Coffins and Chariots" which won a first place and became our best play of the year. After returning from Chapel Hill we again presented the play at the Western North Carolina Drama Association and at the Koch Memorial held at Lee-Edwards High School.

The Verse Choir of the department appeared on several programs in the spring of '45, including a program at Allen High School. This group also participated on the program at the Pew Rally held at Mount Zion Baptist Church.

On April the 16th, 1945, the Stephens-Lee Players, the club formed by the members of the dramatics department, gave a formal dance in the gymnasium of the school. This was a very elaborate affair and became one of our annual projects.

The dramatics department became one of the most outstanding departments of our school and many improvements were made through the efforts of the department.

Our second year of dramatics brought new faces and more drama appeal. There were thirty seven members in this class, willing to work to the best of their ability in order to meet the standards set by the class before us. Our work was outlined for the year with hard work to be done if we were to succeed.

The first step was to continue learning the fundamentals of good speech and posture. These were done by writing, by oral speaking, by learning correct walking, standing, and sitting positions. These were essential in order to have a good drama department.

Next was the forming of a new verse choir. The entire class took a part in this phase of work which netted much praise from the community. By this time it was nearing Christmas and the class began work on our annual Christmas play, which was to be "The Christmas Story". This was given with success before the Christmas vacation.

Returning from our vacation, we immediately began work on plays. After weeks of rehearsing, we gave four one-act plays. They were: "Fright", "Episode Under The French Terror", "Gloria Mundi", and "If Men Played Bridge Like Women Do". Following this presentation we participated in a festival at Lee-Edwards High School as guest performers.

After returning to class, we began making plans for our annual spring dance. On May 3, 1946, we had a very successful semi-formal dance, and a few weeks later we came to the close of a successful year.

Our third year in drama brought even more faces. We had increased from thirty seven to seventy. This made it necessary to form two classes. The advanced class was called "The Playmakers" and the new class "The Spotlighters". We went through the same procedures in speech and posture as we did in years before. The classes were combined and we gave a wonderful Christmas play entitled "At The Well of Bethlehem".

Following the Christmas vacation, we returned to school and commenced work on four one-act plays. They were: "The Valiant", "Under The Oak", "The Mother Who Went Away", and "Some Women Were Talking". After finishing these, the Western North Carolina Dramatics Festival began. Participating schools were: Lenoir, Hendersonville, Allen High of Asheville, Stephens-Lee, Rutherfordton, and Morganton. Stephens-Lee presented "The Valiant" which won first place. We also presented "The Valiant" as a guest performance that was held at Lee-Edwards High School.

Our fourth and final year in dramatics brought forth a complete change. Instead of our usual beginning, we varied into another field. We had reached the stage where students who had been in dramatics for three or four years were able to direct and produce plays. The new students were the material with which we worked. There were two directors and two co-directors who presented two plays to the student body, "The Inn of Return" and "I Shall Be Waiting". From this we learned the hard work of a director.

Following this, we began work on three plays, the Christmas play, "Icebound", and "Mood Piece". "Why The Chimes Rang" was the title of the Christmas play which was quite a success. "Icebound" was a three-act play, something new and difficult to all of us, and "Mood Piece", a one-act play. A mirrorphone was also purchased this year and each student of dramatics had his voice recorded. This helped us in finding and improving our speech difficulties.

On January 9, 1948, twenty students participated in a drama work-shop which was held in Greensboro, North Carolina. This was in the form of a clinic to help directors and student actors and actresses. We presented "Mood Piece" and gave a demonstration of tryouts and a rehearsal. We presented "Icebound" on January 19, 1948, after returning home. This play brought people from many places in the state. About two months later, the Western North Carolina Dramatic Festival was held again at our school and we again were victorious as a result of our presentation of "Mood Piece".

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Queen of the Gridiron and attendants.

King and Queen of the Gridiron.

Mr. Toliver receives crown for the Queen.

The Homecoming Season

We know of no co-ed educational institution that does not look forward to the homecoming football game of the season with great anticipation. In the fall when crisp winds excite in all of us an energetic urge, keen minds can forget for the moment the pressing studies and can begin to make preparation for homecoming day.

So it always was at Stephens-Lee that the faculty and students began preparing for the homecoming that was to be the first big event was the election of "Miss Stephens-Lee" by the student body. Everyone assembled in the school auditorium for the occasion. Traits of character, scholarship, and other characteristics were listed as being the qualities looked for in one who would hold such a title as "Miss Stephens-Lee", and then several nominations werem ade. The voting proceeded by secret ballot, the votes were counted, and the honored person was announced with the two girls who were to be her attendants. All were received with cheers and applause, so was ended the initiating event.

The announcing of the "Queen of the Gridiron", which had been previously boosted, was another occasion for assembly. Chosen by the number of popular votes sold, the lucky winner had as her king the boy who had been her business manager during her campaign. The members of the court were runners-up in the contest.

With all preceding events over, *the big beautiful, clear* of the parade and game usually put everyone in a state of high confusion, classes were disrupted, and those who were in class could not seem to get out soon enough. From early morning, cars of all makes were lining up on the school grounds to be decorated for the parade. Every class, every club, and every organization of the school just had to be represented by a float in the parade.

Cheering crowds lined the streets as the long, colorful procession unwound with the band playing through the business section, through town, and back to the school again.

That was just the end of exciting daytime activities; but the best was yet to come. Just as the parade ended, the opposing team of the nights' game arrived, and everyone was reminded of the event that was to follow.

So as usual, the joy makers departed to return again to the field to cheer our boys on. The royalty of the night (the "King and Queen of the Gridiron" and her attendants, and "Miss Stephens-Lee" and her attendants) were to reign for the night, and sat with the line-up of football boys on the field.

With the opposing team losing (well, nearly always) the band playing, and the crowd cheering, the first half ended. During the half, the band performed, and the royalty marched on the field to receive its treasures. The "Queen of the Gridiron" was crowned, and upon "Miss Stephens-Lee" was pinned a beautiful orchid. With applause, the field was cleared, and the game proceeded.

We cheered our team through to victory (most of the time) and the day was over, ending in a blaze of glory.

Athletics

Our first year here at Stephens-Lee a few of the boys and girls entered the field of athletics. Many of the boys of our class played football but only three made the first team. There were only two trips taken this year, one to Morganton, North Carolina, and the other to Statesville, North Carolina; and we lost most of our games due to the lack of experienced players. Homecoming Day was the most exciting event connected with this season for this year as it was for each of the following years.

In 1945 football practice began in September with six members of our cass on its roster. After a week of hard practice and toil we were ready for our first game which was against Olive Hill High of Morganton, North Carolina, who had defeated us the previous year. "Victory" was the pass word before the game, though we were forced to submit to the greater team. That year we won four games and lost three. The Homecoming Day Game was the most exciting event during the football season. The game was played with Price High of Salisbury, North Carolina. It was a thrilling game from the start to the finish. The score: 0-0.

Basketball season opened with six lettermen, only one of them a member of our class. That year the Bears finished the regular season undefeated. The team was invited to play in the Winston-Salem Teachers College Inivtational Tourney. Of the 25 participating teams from four states, we won fourth place.

In the fall of 1946 we began the football season under a new coach. Winning our first game gave us courage to try to gain more

Our Boys Basketball team.

recognition on the gridirons of the state. A large number of our classmates went out for football that year and three of us made the first team. That year we were undefeated, winning 8 games, tying one. We also laid claim to the National championship and the North and South Carolina State championship. One of our classmates led the Bears in scoring with 104 points.

In December of 1946 we began our basketball practice. A few of our classmates went out for the team, but only two succeeded in making the team. As in football this was a great year for the Bears. We won fifteen games and lost only four. Again our star classmate led in scoring; this time with 200 points.

After the summer holidays we returned in 1947 with determination to keep our record of the previous year intact. But we had to start from scratch with only 8 men back from the last year. That year we won only three games and lost five. This time our high-scoring classmate was selected as a member of the team of the Piedmont Carolina High School Athletic Association.

In basketball too we started with an inexperienced team which included only two of our classmates. We took part in four tournaments: (1) Piedmont Carolina High School Tourney, Belmont, North Carolina; (2) Western Division Class "A" Tournament, Charlotte, North Carolina; (3) Piedmont Athletic Association Tournament, Greenville, South Carolina; (4) Stephens-Lee Invitational Tourney, Asheville, North Carolina. In the last of these we placed first by defeating Ninth Street High School of Hendersonville, North Carolina, with a score of 48-38. The best athlete in our class again led the Bears in scoring, that year with 400 points, and also made two of the All-Tournament teams.

A Breathless Moment.

The Band

In spite of the rapidly changing fancies and the super-sophistication of the present day, people still crowd the windows along the street or rise to their feet in the great stadia of this country at the sound of a marching band.

Our band, like many other organizations of the school, has moved from an extra-curricula activity organization to a regular class activity, and it has its aim: to provide worth while experiences that will create and stimulate active participation.

While the band is looked upon as a pleasant pastime, we feel that it has an educational value and that it helps to develop us mentally, physically and morally.

Each one of us has had to learn to read music with speed and accuracy. We also have had opportunity to develop breath control and posture. Last, but not least, we have developed in such character traits as cooperation, the willingness to serve others, efficiency, and initiative.

The band has two set programs for the year: A marching band in the fall which plays for football games and other school and community projects, and the concert band. The marching band went to Greenville to play for Carver High's Homecoming game, to Charlotte to play for the game between Second Ward and Stephens-Lee, and to Winston-Salem to participate in the Homecoming activities of Winston-Salem Teachers College. Of the six bands that participated Stephens-Lee took third place. The band also played for many community projects including the city X-ray project.

Our concert band went to Winston-Salem to appear in a clinic given by the North Carolina Negro High School Band Association.

We took part in the Annual Band Concert, held March 31, at the School Auditorium and Band Festival at North Carolina College, Durham, North Carolina, sponsored by the North Carolina High School Band Association.

Several members of the band have become members of college bands and professional dance bands, and we hope some of us will go on to become members of other bands.

The Glee Club

The Stephens-Lee glee club is a splendid example of socialized pupil activity in the educative process. It has kept abreast of the trend which characterizes the developments in this field of music.

Our class began its glee club activities in a most enviable manner, for prior to our coming the group had been forced to meet before and after school, there being no provision in the curriculum for such classes. Too, we were allowed to join as freshmen because there were many talented among us.

It was a real joy to realize, that first year, that the printed page of music was a living, vital thing which became more and more meaningful as we attempted to master the language of music. "To Music" by Schubert was the theme song for the year.

Before many months in the club we found that community service was the chief vehicle on our road to triumph. With a war going on, ample opportunity was provided to do our bit. Regular appearances were made at the two government hospitals near the city and at several USO centers. A highlight of this period was an appearance at the city auditorium on the annual city-county Red Cross solicitation program. The arrangements of patriotic and war songs, original with us, won unrestrained commendation and have been borrowed by other glee clubs. That year our favorite songs were O'Hara's "One World" and "Hymn of Youth" by Sequira.

The next year found us extending our musical contacts through the detailed study of the madrigal, motet, and cantata. What a reward for being able to read this wonderful language! "Come Again, Sweet Love" by Dowland and Mendelssohn's "Hear My Prayer" took the favored spot. Our engagements became greater with each year for the quality of programs and performances as well as our dependability had become a definite and an integral part of our training. Whether singing for the Rotary or Kiwanis clubs, the city-wide Easter sunrise service, a college or high school, the radio, churches of all creeds, or for the installation of new American citizens there is not an instance of the Stephens-Lee glee club rejecting a worthy request.

The fourth year finds us still on the road to mastery. An ambitious project was the assisting the community chorus in the rendition of Handel's "Messiah" during the Christmas season. This was undertaken in addition to the annual observance which the glee club initiated in 1934 at the high school. This program has become so popular that the auditorium can hardly accommodate the patrons. "O Sing Your Songs" by Cain and Debussy's "Clair de Lune" were glee club and school best-loved songs of the year.

Participation in the state music contest-festival has been a part of our program. We organized the first elementary contest-festival

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Miss Stephens - Lee and Attendants

Tea Hour

Home Economics Club

Our Home Economics Club was organized for students interested in Home Economics. Its name was officially changed last year to "The New Homemakers of America". It is a national organization established in all the junior and senior high schools in the state. Ten of us have taken active part in club projects during the years.

The organization was founded by pupil representatives from all states in 1944-45. The first state membership in the National organization was accepted in January, 1945.

To become a member of the "New Homemakers of Tomorrow" Club we have had to make a worthy contribution and show a certain degree of interest in it. The purpose of this organization has been (1) to promote individual growth by developing physical, social, and moral equalities, (2) to promote better home living, (3) to provide wholesome recreational activities and (4) to act as a unit for giving service to the school, community, state and nation.

The club here at Stephens-Lee has visited various cities, including Durham, Statesville, and Morganton, promoting rallies. On April 17, in the state meeting at North Carolina College one of the members of our club, who is now vice-president, will be made president of the state organization.

The Motto "Better Homes for a Better Nation" expresses one of the major purposes of all of our home-making education.

Sewing costumes for the Mardi Gras.

Trades

CABINET MAKING

The Vocational Shop in cabinet making taught us the use of simple hand tools and standard power tools. All machines were modern and individually operated. The shop could take care of 18 at individual work benches, but there were usually more in each class.

The course is not a required one but many of us chose it as an elective for a period of two years and a few remained in the shop during our entire high school career.

Our products have been pieces that we could use in our homes such as window screens, screen doors, various types of tables, chairs, and cabinets.

METAL ARTS

We the students of the Metal Arts Department have achieved a great deal in our study of metals. During our time in the shop we have worked with different types of metals such as steel, copper, galvanized metal, brass, wrought iron, tin, and aluminum. Our projects have varied with the metal and have included hot plates, lamps, fireside sets, ferneries, and hanging pots, and we became fairly skilled in the separate fields of the work consisting of machine shop, sheet metal, welding, wrought iron, and art metal. Learning to use the tools of the trade has meant as much to us as the finished pieces we produced.

The Crown and Scepter Club

One of the things to which our class was looking forward in our first year with profound interest and strong endeavors was the honor of being accepted in the Crown and Scepter Club. Before entering high school, we had heard of this honorary society and had decided that we would work to become members of this organization. The installation service held in the spring of 1945 was a further inspiration to us.

The ideals of this Society are as its name and its insignia indicate. They represent the highest traits and positions, the scepter even excelling the crown in portraying honor. The purpose of the Crown and Scepter is not only to accept and acknowledge the scholarship, service, and character of outstanding persons, but to encourage the development of these three qualities in the high school students of North Carolina. Each of these three standard qualities is carefully considered by the faculty and members of the club when the names of eligible members are presented.

The activities of this club are those which render service. During the school year of 1944-45, 1945-46, and 1946-47 the Crown and Scepter organization sponsored dramatic productions and furnished ushers for different public gatherings. Our club assisted a community project this year in helping secure patrons for the Hazel Harrison Concert on February 15. As a result of this activity a member of our group will receive a scholarship to the college of his or her choice.

In February 1948, we senior members in-

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Library Service

The library course consists of two parts, theory and practical work. Pupils helping with library service give one hour of service daily. Aside from routine work of desk attendant, the library course offers instruction in the make-up and care of books, periodicals and materials, mending, classification and arrangement, card catalog, the use of the dictionary, encyclopedias, and special reference books, vertical file, picture file, bibliography and note-taking, filing, and room arrangement and publicity. The course offers every member of the class an opportunity for self-activity. Each

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Evaluation

Throughout our high school career we have heard the word *evaluate* used until it has become not only a part of our vocabulary but also a part of our thinking. The word, when loosely used, may become just another word for criticism, with emphasis on the destructive rather than the constructive side. However, we shall define the term thus: to find out the worth or value of anthing; to find its weaknesses and strengths, its advantages and disadvantages. We shall attempt, therefore, to evaluate or work not in terms of the group but in terms of each individual student within our class. To do this, we must set up some criteria for evaluation. This can be done first, by restating our philosophy and second, by subjecting ourselves to a series of questions based upon our philosophy and our objectives.

During the past four years we have learned to accept a philosophy which is based upon the following concepts:

1. A willingness to accept and to carry out social responsibilities.
2. Sound ideals and effective techniques of leadership and "followership" in various sorts of situations.
3. A willingness and ability to work well with others in socially desirable enterprizes.
4. A disposition and ability to challenge proposals for behavior from the point of view of the welfare of others rather than self.
5. A healthy and socially minded balance between conformity and initiative.
6. Ideals and techniques that are a part of our school world in which all students work together in active effort and in mutual respect and esteem.

Agreeing, as we do, to the above philosophy, we are now able to ask ourselves the following question:

What abilities have we attained that are of personal help to us?

a. Am I able to discover easily sources of information, such as are found in
   - newspapers
   - magazines
   - books
   - radio
   - people

b. Am I able to organize needed materials in making reports and in interpreting our problems?
c. Am I able to read charts and maps correctly?
d. Am I able to help to discover and to plan large and small units of work?
e. Am I able to set goals and to pursue them until achieved?

In addition to the above question, we ask ourselves the following:

1. To what extent am I able to solve an independent problem that I could not do before?
2. To what extent am I now able to communicate verbably with others, clearly and forcefully?
3. To what extent can I place on paper in writing my thoughts?
4. To what extent am I able to read with a satisfying degree of comprehension?
5. To what extent am I able to use my leisure time wisely?
6. To what extent do I observe good health habits?
7. To what extent am I able to use and to understand scientific phenonoma?
8. To what extent have I developed saleable skills that will make me a productive citizen in a democratic society?
9. To what extent have I learned to work cooperatively with others in socially desirable enterprize?

To the extent that we have, as members of the senior class in the core program, realized these objectives, to *that* extent we have benefitted through the experiences to which we have been subjected for the past four years.

NOTE: EVALUATION

During the week of March 2-5, 1948, Stehens-Lee was evaluated by a group of experts. When the announcement was made to us of their forthcoming visit, we were eager and excited. Even though we had been making efforts continuously to evaluate our progress, we were happy to know that our school would be evaluated by representatives from other parts of the state. This service, we understood, was made possible by the State Department of Education working in cooperation with the Southern Association of Secondary Schools and Colleges. The *Evaluative Criteria* published by Cooperative Service was used as an instrument in this evaluation. This was of great benefit to members of the faculty and to the students.

This evaluation process does not stop with the departure of the visiting committee; it must continue at all times to meet the changes which are taking place in the ever changing society in which we live.

Standard School Ring

For several years there has been current at Stephens-Lee a movement for the adoption of a standard ring, a ring symbolic of just what the school means to us. The matter was discussed freely, with each graduating class taking the initiative in proposing such action. Each year the idea died in its infancy because the techniques used in carrying out the proposal were faulty. It remained for the graduating class of 1948 to be the first to wear this ring.

Realizing that the matter went farther than just permitting the senior class to choose a ring from among the salesman's samples, we began to plan for the adoption of a standard ring in the following manner:

First Step:

The question of a standard ring was placed upon the agendum of the Student Council, the policy-making student group in the school.

The council is composed of representatives from each homeroom, the officers of the council, and three faculty representatives. In the meeting of the council the matter was discussed, a bulletin was made of the deliberation of the group, and it was sent back to the home rooms.

Second Step:

The home room representatives brought the bulletin to the home rooms. After much discussion each class voted for or against the adoption of a standard ring.

Third Step:

The tabulation of the voting was made in the Student Council and, as a result of this vote, a chapel assembly was held so that each student in the school would have the privilege of stating what he wished symbolized on the Stephens-Lee Coat of Arms. This was carried on in an open assembly.

Fourth Step:

The attributes, qualities, and principles which we wished symbolized were listed, and from this list the following Coat of Arms was designed:

Arms: Or a torch flame of the fess on a pale sable debruised by two bendlets azure.

Crest: On a wreath of the colors, an open book displayed properly.

Motto: On a scroll beneath the escutcheon, the words Stephens-Lee High School.

Interpretation:

Or means the golden opportunities for doing good, opportuniy for advancement and enriching one's mind in all fields of Education.

A torch flamed refers to the idea of light and knowledge and symbolizes leadership.

Of the fess symbolizes the importance of leadership.

On a pale sable is used for contrast and also suggests that in each life there is much to be learned.

The bendlet indicates the banding together of former students and active students of the school.

Blue is used to indicate the spirit of common purpose and friendship.

The open book symbolizes learning and life.

In this manner, working democratically, The Stephens-Lee Coat of Arms was adopted.

Crown and Scepter Club

(Continued from Page 22)

stalled junior members who were eligible for membership. Beautiful and impressive installation service were held in the school auditorium. A feature of the occasion was a talent demonstration, all members taking part since the majority belong to either the glee club, band, or dramatics. That night a social was given in the honor of the new members.

We looked forward with great anticipation to attend the annual meeting in Raleigh, North Carolina, on May 8, 1948. There we took part in a panel discussion on the "Significanceof Character Building in the Home, School, Church and Community."

Glee Club

(Continued from Page 19)

to be held in the state. This meeting will be held again this spring at the city auditorium.

Today the glee club's record serves as an inspiration to similar organizations in the schools of this vicinity. But far above its musical accomplishments is the real educative experience its members have enjoyed. When an appearance is scheduled many problems arise, evening and Sunday engagements even more. Jobs that mean much to our livelihood, important social committments that have been made well in advance, transportation for commuters, and many other previous arrangements have to be adjusted. This willing, generous service, often entailing personal sacrifice, reflects a spirit of pride and loyalty, an understanding of the contributions of others before us who too sought true education.

We remember with pleasure many incidents during the four years in the glee club. Among them the never-to-be-forgot annual Christmas carolling; the thorough drenching on our way to the Jewish USO when the accompanist had to play standing; the elation when we received the first copy of "It Will Be a Great Day" by Miss Margaret Stringfield, of Waynesville, and saw that it was dedicated to our director, and to us; the thrill of singing Gounod's "Gallia", Handel's "Hallelujah Chorus", Rossini's "Inflammatus", and Hert's "Music, When Soft Voices Die", and the jolly good times when we traveled by bus from town to town giving concerts. For the rest of our lives the many appealing songs we studied will bring us together again whenever we hear them.

For many, the glee club is only the beginning of a career in music. Inspired by a realization of their abilities several former music students are now studying voice seriously, and we believe that from our class there will emerge a few professional artists. For those of us whose formal musical training will terminate with the glee club concert and operetta this spring, there is an appreciation so deeply rooted that we will always participate heartily in every available musical experience, thereby enriching the communities in which we establish our homes.

Library Service

(Continued from Page 22)

student helper feels free to ask that he or she be scheduled to some particular bit of work that he or she would like to undertake.

The total number of students in classes this year is thirty-six; 22 girls, 14 boys. Six girls are seniors and 7 boys are seniors.

The library service class was organized in Stephens-Lee School in the year of 1945. Its purpose is to aid the librarian and to become more acquainted with books, their circulation, classification, and many other important things which are a great help to all students, such as checking magazines, filing, checking out books, carding books, putting up exhibits, checking inventory.

The members are responsible for keeping the library in order and for its beautification.

In the presence or absence of the librarian the library service members are expected to carry on their duties as they should be done.

At one time this class was considered as a club and was not accepted by the school as an important class. During the past years this class has grown to such a large extent that children have been encouraged to take part in its functionings and it is now a class.

Many of the library service students helped in the remodeling of our modern library, and all have received a wide range of knowledge of library work.

Dramatics

(Continued from Page 14)

From a social point of view, we brought our year to a close with the annual spring dance.

We believe that we have achieved a certain degree of excellence in meeting the objectives set for us at the beginning of our course.

A retropective view of our work must also include additions to our department during the past four years:

1. A catalogued library of 300 plays.
2. Text and reference books on speech and dramatics.
3. The installation of a new cyclorama.
4. New lighting equipment, inclding spotlights, flood lights, projector, etc.
5. The purchase of a wire recorder.
6. A catalogued wardrobe of 150 costumes; ancient, medieval, and modern.
7. Equipment for securing various sound effects.
8. The enlarging of our stage.

CLASS

Harold Allmon
Ulysses Avery, Jr.
William Gilbert Baird

George Edward Booker
Ruby Algie Boss
Mack Lee Bryant, Jr.

Kathleen Bugg
Edward Lee Burton
Pansye Smith Butler

Sylvester Butler
Hansom Christopher
Betty Elaine Collette

Louise Copening
Elbert Nathaniel Davis
Furman Eugene Davis

OF 1948

Louise Christine Davis
Aletha Dixon
Inez Drummonds

Sarah Elizabeth Edington
Mary Catherine Ellis
George Macon Fair

Coleman Farr, Jr.
Sarah Felder
Josephine Greta Ferguson

William Haskell Fields
Dorothy Helen Fortune
Mae Winifred Freeman

Lillian Herbert Lacy Goode
Charles Richard Goodman
Erline Jacqueline Green

CLASS

Erline Greenlee
James Gudger
Dorothy Odessa Harrison

Eugene Haynes
Clauda Bell Holmes
Helen Aileen Houston

Albert Henry Hunting
Dorothy Mae Jackson
Felton Jackson

James William Lester
Ralph Lloyd
Elizabeth Ruth Logan

Ruth Lyles
Thomasina McClelland
Roy McCullough

OF 1948

Obie McDowell
Mary Celia Mills
Mildred Margie Milton

Herbert Jerome Moore
Leon Moore
Wilton Henry Moore

Hattie Belle Morris
Helen Moss
Floria Venus Newber

Gwendolyn Patricia O'Neal
Margaret Emily Orr
Everette Earl Parrish

Carrie Mae Patton
James Nathaniel Weldon Poteat
Alphonso Lawrence Pruitt

CLASS

Sarah Frances Reese
Louis Rice, Jr.
Katie Mae Roddy

Willie James Sexton
Ratherline Simpson
Mary Elizabeth Smith

Rosa Lee Stephens
Bernadine Stevens
Christine Felicia Sullivan

Rosa Louise Summey
Charles Thompson, Jr.
Elsie Thompson

Henry Clifford Thrasher
Rufus Lewis Tribble
Delores Underwood

OF 1948

James Edward Walker
Edward Wall
Marion Wallace

Lucile Webb
Clyde Whiteside, Jr.
Dorothy Virginia Williams

John Williams, Jr.
Katie Louise Williams
Margaret Louise Woodside

Talatha Helena Workman
Allen Joseph Wright
Jennie Elizabeth Wright

Ruby Connie Wright

NO PICTURES

William Appleby
Gertrude Bennett
Alva Duke
Haskell L. Free
Jesse Harrison
James Hopkins
Thelma A. Hannon
Robert Leverette
Edward Lyles
Malivee Morris
Johnny Nesby
Thelma Vivian O'Hannon
Samuel Rhodes
Georgia Anna Ruth
William Scales
Henry Shade
Myrtle Smith
John W. Sullivan
Roy Tatum
Charles Thompson
James Wilson
Thomas Williams
Wallace Woodson
Jack Wroten

ELEVENTH GRADE

11 - II

11 - IV

11 - III

11 - I

TENTH GRADE

10 - V

10 - IV

10 - II

10 - I

10 - III

NINTH GRADE

9 - III

9 - II

9 - I

9 - V

9 - IV

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34 Max Street, Phone 9301

ACE TAVERN AND TAXI
"24 Hour Service" 23 Eagle St., Phone 4528

ALLEN FUNERAL HOME
"Ambulance Service" 350 Southside, Phone 2800

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22 College Street, Phone 2197

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81 Eagle Street, Phone 9423

ARROW'S MEN SHOP
12 Biltmore Ave., Phone 308

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Choctow Street, Phone 568

ASHEVILLE SPORTING GOODS
14 N. Pack Square, Phone 568

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16 Eagle Street

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Vance at Woodfin, Phone 7883

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FINKELSTEIN'S PAWN SHOP
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Top Beaucatcher Mountain, Phone 9285 or 7320-J

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Wilson Bldg., Phone 1362

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29 Eagle Street, Phone 538

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